Texas Education Agency
Standard Application System (SAS)

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal information:	**Four** complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Tenaha Independent School District	Vendor ID # 75-6002574	Mailing address line 1 P. O. Box 318	
Mailing address line 2 138 College St.	City Tenaha	State TX	ZIP Code 75974-
County-District # 210904	Campus number and name 002 Tenaha Schools	ESC Region # 7	US Congressional District # 1	DUNS # 046006730

Primary Contact

First name Martha	M.I.	Last name Boren	Title Director of Academic Affairs
Telephone # 936-248-5000 X 204		Email address borenmartha@tenahaisd.com	FAX # 936-248-3902

Secondary Contact
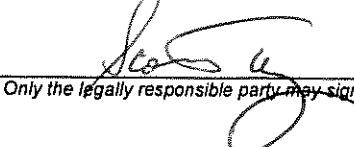
First name Molly	M.I.	Last name Lemoine	Title Director of Finance
Telephone # 936-248-5000 X 208		Email address lemoinemolly@tenahaisd.com	FAX # 936-248-3902

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Scott	M.I.	Last name Tyner	Title Superintendent
Telephone # 936-248-5000 X 201		Email address tynerscott@tenahaisd.com	FAX # 936-248-3902
Signature (blue ink preferred)			Date signed 01/21/2014

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 210904	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☒	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 210904	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 210904	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

⊠   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 210904	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Tenaha Independent School District (ISD) is 1A school district in rural, East Texas. Our student population of 579 is over 85 percent economically disadvantaged. When discussing our goals, we first asked where do we as a district want to be five years from now when this grant ends. The long-term goal the majority of the grant team said was to have all our students entering the ninth grade this school year to graduate having passed all of the EOCs required of them, graduate with their class and be college and/or career ready and all other students at or above grade level.Our students for the most part do not dream of going to college. They just want to graduate and go to work. This is their culture. We have been working to change this culture.

Only today, unlike in the 1950s, we have a clear idea of what it takes to improve achievement. The quality of the teachers in our schools is paramount: no other measured aspect of schools is nearly as important in determining student achievement. The initiatives we have emphasized in policy discussions—class-size reduction, curriculum revamping, reorganization of school schedule, investment in technology—all fall far short of the impact that good teachers can have in the classroom. Moreover, many of these interventions can be very costly. Indeed, the magnitude of variation in the quality of teachers, even within each school, is startling. Teachers who work in a given school, and therefore teach students with similar demographic characteristics, can be responsible for increases in math and reading levels that range from a low of one-half year to a high of one and a half years of learning each academic year. Obviously, teacher quality is not the only factor that affects student achievement. The student's own motivations and support from family and peers play crucial roles as well. But researchers have worked hard to isolate the impact of teachers from these other influences. Rigorous studies consistently show that the impact of a more-effective teacher is substantial A high-performing teacher, one at the 84th percentile of all teachers, when compared with just an average teacher, produces students whose level of achievement is at least 0.2 standard deviations higher by the end of the school year. In fact, the impact of having such a teacher could plausibly be as large as 0.3 standard deviations. (http://hanushek.stanford.edu/publications/valuing-teachers-how-much-good-teacher-worth)

Based on the above premise, our plan is to improve student performance and improve teacher and administrator quality and effectiveness at the same time. The major costs requested in this grant application are payroll which provides for a math specialist and a science/social studies specialist, to provide stipends for mentors, extra-duty pay for our teachers and substitute pay when teachers need to be out of the classroom for training. The plan envisioned by the grant team is the math specialist will provide a pull-out program for students at-risk for students in grades 3-11, help teachers in the classroom by providing small group instruction, resources, curriculum planning, scope and sequence, assist with rigor and relevance of lessons and modeling if needed. The math specialist would be available to help students and teachers in lower grades on an as-needed basis. The science/social studies specialist would be routinely helping students in grades 5 and 8, and high school students taking Biology and U. S. History in the classrooms and helping teachers and students in other grades on an as-needed basis. The science/social studies specialist will also provide teachers help with resources, curriculum planning and scope and sequence, assist with rigor and relevance of lessons and modeling, if needed. The specialists would also be available to work with students/teachers before and after school and for about six-weeks during the summer. The reasoning behind math being able to provide a pull-out and science/social studies being inclusion was that math and its concepts lend itself to a pull-out program where science and social studies do not. The district ideally would like these to positions filled by teachers in the district; teachers who have proven experience working with our students and are accustom working the "Tiger Way". The students in our district are unique and it takes special teachers to work effectively work them. Our students' parents are unable to help them after they get to a certain grade level because most of them did not graduate from high school, have a language barrier or are not home because they are working. We as a district have to provide this help if we want our students to be successful, however; there are some students that need that extra push to succeed. This is where our specialist will come in.

Payroll also provides for a part-time Grant Project Director who will be responsible for overseeing the grant, preparing and submitting all reports including expenditures. Also included is money for stipends for our mentors, extra pay for the mentors and mentees, and substitute pay so teachers can attend training/professional development when and if needed. Professional and Contracted services are included also. These funds would pay for University of Texas at Austin's Institute for Public School Initiatives (IPSI) to provide researched-based, effective professional development for all13 of our math, science and social studies teachers and to also help our PK-5 teachers earn their the ESL certifications which effects 14 teachers. They will also provide training for our campus administrators. Under Professional and Contracted Services is the cost of a progress monitoring instrument for our students.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 210904	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Supplies and materials requested include six computers for Year 1. Two are for the specialists' use and the other four will be used in the specialists' offices/rooms to allow for student progress monitoring using the web-based instrument selected by the grant team. In Year 2, we will purchase four additional student computers for progress monitoring. Year 1 and 2 budgets also include funds for supplies and materials that do not require specific approval such as supplemental materials and manipulatives for math, science and social studies, and other research-based resources to help teach students concepts which they are having difficulty understanding.

Other Operating expenses were included in the budget to allow for any needed travel to comply with required technical assistance activities established by TEA including assistance in implementing EEIP practices. These funds could also be expended for travel for teachers/administrators to participate in training.

Capital Outlay expenses were only budgeted for Year 1 in order to purchase office furniture including a desk, chair, a horseshoe table, and student desks for student computers for each of the specialists' offices/rooms.

Fundamentally, our plan is designed around the Leadership, Assessment, Standards-based instruction, Effective instructional framework, Reporting and accountability and Sustainability. Our administrators lead our school community to function as action researchers, keeping a close eye on students' interests and their progress, and engaging in collaborative inquiry to accelerate the learning curve of everyone in the school. Our administrators have aligned their leadership practices to each other's. Our administrators participate actively in the staff development that occurs within our school. The principals will also participate in team meetings that are designed to contextualize that classroom based work and to support the participating teachers' own efforts to extend professional development. The administrators model what it means to be an actively engaged, risk-taking, willing learner, helping teachers work with similar levels of engagement. The administrators visit with the teachers during their conference time between professional development, joining those teachers in the effort to put new ideas into practice. The administrators also learn as supervisors, watching the teachers, demonstrate, scaffold, collaborate to set goals, give feedback and so forth.

The assessments we will be using for data during the grant period include: STAAR, CPALLS, TRPI, TEMI, AIMS Web, MSTAR, ESTAR and local skills tests to locate trends that reflect a weakness in student skills as well as areas of instruction that can be improved. Only CPALLS, TPRI and STAAR will be used to calculate Individual Plus Value (IPV Explained in Statutory Requirement 6). A curriculum analysis of math, science and social studies will be conducted to target any areas that need supplemental resources to fulfill all the requirements of the TEKS. Supplies and Materials budget funds will be used to purchase these materials. Our district's RtI consists of three tiers of instructional processes. At Tier 1, considered the key component of tiered instruction, all students receive instruction within an evidence-based, scientifically researched core program. Our Tier 1 instructional program is synonymous with the core curriculum that is aligned with state standards. The intent of the core program is the delivery of a high-quality instructional program in all subjects that has established known outcomes that cut across the skill development of the targeted area. Although we would like to find responsiveness to the core program at Tier 1 to be sufficient for all children, for some students the level of instruction is not successful in helping them achieve minimal levels of expected competency. All children receive Tier 1 instruction, but those children in need of supplemental intervention receive additional instruction at Tier 2 or Tier 3. Tier 2 consists of children who fall below the expected levels of accomplishment and are at some risk for academic failure but who are still above levels considered to indicate a high risk for failure. The needs of these students are identified through the assessment process, and instructional programs will be delivered that focus on their specific needs. Instruction is provided in smaller groups by our specialists. Our Tier 3 consists of children who are considered to be at high risk for failure and, if not responsive, are considered to be candidates for identification as having special education needs. Tier 3 is viewed as a tier that includes children who are not identified as being in need of special education but whose needs are at the intensive level possibly Section 504 students who will also receive instruction from our specialists. Our Grant Project Director will be responsible all reporting and accountability. She will make sure all rules and guidelines are followed. Our philosophy about sustainability consists of small steps and bold moves, in which our employees play a key role every day. The same will be true for this new grant plan if we are successful in obtaining this grant. Before beginning the application for this grant, a group including board members met to discuss data and needs. Also, discussed was a commitment to the EEIP project and the need to continue it past the grant period. It was decided that in order for our students to have academic success, the district needed to make a long term commitment to the EEIP.

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Texas Education Agency
Standard Application System (SAS)

Schedule #6—Program Budget Summary

County-district number or vendor ID: 210904 Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature

Project period: April 1, 2014, through August 31, 2016 Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 6/30/15)			Year 2 (7/1/15 – 6/30/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	$166100	$5000	$171100	$170100	$5000	$175100
Schedule #8	Professional and Contracted Services (6200)	6200	$20000	$0	$20000	$20000	$0	$20000
Schedule #9	Supplies and Materials (6300)	6300	$25900	$0	$25900	$24900	$0	$24900
Schedule #10	Other Operating Costs (6400)	6400	$5000	$0	$5000	$5000	$0	$5000
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$3000	$0	$3000	$0	$0	$0
	Total direct costs:		$220000	$5000	$225000	$220000	$5000	$225000
	Percentage% indirect costs (see note):		N/A	$	$	N/A	$	$
	Grand total of budgeted costs (add all entries in each column):		$220000	$5000	$225000	$220000	$5000	$225000

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	$220000	$220000
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$22000	$22000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 210904			Amendment # (for amendments only):		
Employee Position Title		**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Year 1**	**Year 2**
Academic/Instructional					
1	Teacher			$	$
2	Educational aide			$	$
3	Tutor			$	$
Program Management and Administration					
4	Project director		1	$15000	$15000
5	Project coordinator			$	$
6	Teacher facilitator			$	$
7	Teacher supervisor			$	$
8	Secretary/administrative assistant			$	$
9	Data entry clerk			$	$
10	Grant accountant/bookkeeper			$	$
11	Evaluator/evaluation specialist			$	$
Auxiliary					
12	Counselor			$	$
13	Social worker			$	$
14	Community liaison/parent coordinator			$	$
Other Employee Positions					
15	Title – Math Coach/Specialist	1		$60000	$62000
16	Title – Science/Social Studies Specialist	1		$60000	$62000
17	Title			$	$
18		Subtotal employee costs:			$135000	$139000
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay		$2400	$2400
20	6119	Professional staff extra-duty pay		$21500	$21500
21	6121	Support staff extra-duty pay		$	$
22	6140	Employee benefits		$7200	$7200
23	61XX	Tuition remission (IHEs only)		$	$
24		Subtotal substitute, extra-duty, benefits costs		$31100	$31100
25		**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**		$166100	$170100

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 210904	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1		☐	$	$
2		☐	$	$
3		☐	$	$
4		☐	$	$
5		☐	$	$
6		☐	$	$
7		☐	$	$
8		☐	$	$
9		☐	$	$
10		☐	$	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$	$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

Specify topic/purpose/service: Science		☐ Yes, this is a subgrant
Describe topic/purpose/service: Professional Development for Science		

	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
1	Contractor's payroll costs	# of positions: 1	$5000	$5000
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$5000	$5000

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: 210904		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)			

	Specify topic/purpose/service: Social Studies		☐ Yes, this is a subgrant	
	Describe topic/purpose/service: Professional Development for Social Studies Teachers			
2	**Contractor's Cost Breakdown of Service to Be Provided**		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions: 1	$5000	$5000
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$5000	$5000
	Specify topic/purpose/service: ESL Certification		☐ Yes, this is a subgrant	
	Describe topic/purpose/service: Professional Development for ESL Teachers			
3	**Contractor's Cost Breakdown of Service to Be Provided**		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions: 1	$2000	$2000
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$2000	$2000
	Specify topic/purpose/service: Coaching Specialists and Administrators		☐ Yes, this is a subgrant	
	Describe topic/purpose/service: Professional Development for Specialists/Administrators			
4	**Contractor's Cost Breakdown of Service to Be Provided**		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions: 1	$5000	$5000
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$5000	$5000
	Specify topic/purpose/service: Progress Monitoring		☐ Yes, this is a subgrant	
	Describe topic/purpose/service: Web-based Progress Monitoring			
5	**Contractor's Cost Breakdown of Service to Be Provided**		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$3000	$3000
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$3000	$3000

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	Schedule #8—Professional and Contracted Services (6200) (cont.)			
	County-District Number or Vendor ID: 210904		Amendment number (for amendments only):	
	Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)			
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
6	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
7	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
8	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	c. Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$	$
	a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		$20000	$20000
	b. Subtotal of professional services, contracted services, or subgrants less than $10,000:		$	$
	c. Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$	$
	d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		$	$
	(Sum of lines a, b, c, and d) Grand total		$20000	$20000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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	**Schedule #9—Supplies and Materials (6300)**
	County-District Number or Vendor ID: 210904		Amendment number (for amendments only):
**Expense Item Description
		Technology Hardware—Not Capitalized**
	#	**Type**	**Purpose**	**Quantity**	**Unit Cost**	**Year 1**	**Year 2**
6399	1	Computers	For Math and Science/Social Studies Specialist	2	$1000	$6000	$4000
	2	Computers	For math students pull-out	4	$1000		
	3				$		
	4				$		
	5				$		
6399		Technology software—Not capitalized	$	$
6399		Supplies and materials associated with advisory council or committee	$	$
		Subtotal supplies and materials requiring specific approval:	$	$
		Remaining 6300—Supplies and materials that do not require specific approval:	$19900	$20900
		**Grand total:**	**$25900**	**$24900**

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

**For TEA Use Only**
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Schedule #10—Other Operating Costs (6400)				
County-District Number or Vendor ID: 210904			Amendment number (for amendments only):	
Expense Item Description			**Year 1**	**Year 2**
6411	Out-of-state travel for employees (includes registration fees)		$	$
	Specify purpose:			
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.		$	$
	Specify purpose:			
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		$	$
	Specify purpose:			
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		$	$
	Specify purpose:			
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		$	$
	Specify purpose:			
6429	Actual losses that could have been covered by permissible insurance		$	$
6490	Indemnification compensation for loss or damage		$	$
6490	Advisory council/committee travel or other expenses		$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants)		$	$
	Specify name and purpose of organization:			
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		$	$
	Specify purpose:			
	Subtotal other operating costs requiring specific approval:		$	$
	Remaining 6400—Other operating costs that do not require specific approval:		$5000	$5000
	Grand total:		**$5000**	**$5000**

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
	**Schedule #11—Capital Outlay (6600/15XX)**				
	County-District Number or Vendor ID: 210904		Amendment number (for amendments only):		
	15XX is only for use by charter schools sponsored by a nonprofit organization.				
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	$
66XX/15XX—Technology hardware, capitalized					
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
66XX/15XX—Technology software, capitalized					
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
66XX/15XX—Equipment, furniture, or vehicles					
19	Office Furniture for two Coach/Specialists- desk, chair, file cabinet,	2	$1500	$3000	$0
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$	$
			Grand total:	$3000	$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 210904			Amendment # (for amendments only):		

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			579	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	147	25.4%	Attendance rate	96.74%
Hispanic	217	37.4%	Annual dropout rate (Gr 9-12)	0%
White	202	34.9%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	66%
Asian	0	0%	TAKS commended 2011 performance, all tests (sum of all grades tested)	8%
Economically disadvantaged	495	85.49%	Students taking the ACT and/or SAT	30%
Limited English proficient (LEP)	122	21.07%	Average SAT score (number value, not a percentage)	1214
Disciplinary placements	0	0%	Average ACT score (number value, not a percentage)	17

Comments

Included under ethnicity and not listed: Two or more – 13 students making our Total enrollment 579 students.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	4	9.1%	No degree	0	0%
Hispanic	1	0.23%	Bachelor's degree	31	70.45%
White	39	88.6%	Master's degree	13	29.55%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	12	27.3%	Avg. salary, 1-5 years exp.	$32,720	N/A
6-10 years exp.	9	20.5%	Avg. salary, 6-10 years exp.	$37,194	N/A
11-20 years exp.	13	29.5%	Avg. salary, 11-20 years exp.	$43,594	N/A
Over 20 years exp.	10	22.7%	Avg. salary, over 20 years exp.	$49,864	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 210904 | Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	60	45	45	48	39	45	38	37	30	50	39	36	33	34	579
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	60	45	45	48	39	45	38	37	30	50	39	36	33	34	579

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	4	3	3	3	3	4	4	4	4	4	4	4	4	4	52
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	4	3	3	3	3	4	4	4	4	4	4	4	4	4	52

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 210904	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After looking at the requirements of this grant and the potential for improvement for us as teachers and our students, our faculty and staff voted unanimously for our district to apply for the grant. Our faculty and staff then elected a EEIP Grant Team to look at our needs and make decisions as to what needs we need to address with grant funds. The team began by looking at the PEIMS Edit and Reports Data Review report. There were 579 students enrolled on the 2013-2014 Snapshot day. Of those students, 85.49 percent were economically disadvantaged, 21.07 percent were Limited English Proficient, 0.17 percent was Immigrant, and 10.88 percent were homeless. Males made up 52.5 percent of the population and females 47.5 percent. The student population ethnicity: Black/African American-147, Hispanic/Latino – 217, White- 202 and Two or More Races – 13. The 2011-2012 Financial Integrity Rating System of Texas (FIRST) showed Tenaha ISD's status as Superior Achievement. Based on this data our district is eligible to apply according to the RFA. After our team determined eligibility, they brainstormed ways to improve student achievement and improve the quality of our teaching staff. The team really liked the way the Literacy Grant that we have now has helped our district. Not only have our students' reading scores improved, but our teachers have received advanced training improving their quality and effectiveness. It has also helped improve administrative practices and allowed the district to promote from within. Analyzing the testing data from the 2011-2012 and 2012-2013 school years, showed a great need in Math, Social Studies and Science. In Social Studies our percentage of students passing dropped at all tested grade levels; overall our students went down from 59 percent passing to 56. In 8th grade, the percentage dropped from 35 to 31. Only 29 percent of students passed the world history exam and only 63 percent passed the world history. During the TAKS years 100 percent of our students passed both years. In science overall only 40 percent passed in 2012-2013 when 52 percent passed the year before. Our math scores are better with 76 percent passing overall, but we are not where we want to be. Only 2 percent of our students scored Level III in Social Studies, 1 percent in Science and 10 percent in Math. Our district scores are not close to the State Standards for these subjects. It is evident that what we are doing in the classrooms are not getting our students ready for the post-secondary world whether they want to go to college or a technical school or enter the workforce. It was determined that our faculty and staff need additional and advanced training. Our students need additional assistance either inside and/or outside the classroom. The teachers need help monitoring the students during the year detecting the gaps and helping close those gaps. Our team also conducted surveys of our faculty/staff, students, parents, and community partners. The surveys completed by our parents and community partners indicated that our students being college and/or career ready(2012 college ready- 29 percent) was a concern along with science and social studies being a major concern for our upper level students. Our parents indicated that they either did not have the time and/or knowledge to help their students at home. Our parents of students in the lower grades indicated that they believed our teachers cared about their children and some were worried about the rigor of the courses their children were taking. Our Hispanic parents were concerned about the need for additional help for their children. Our Hispanic/Latino student population has grown from about 5 percent in 2000 to 37.48 percent today. Our faculty and staff indicated that the majority of their students were not where they wanted them to be academically. Most of the teachers wanted more time to study their data, common planning time by subject area, and subject specific professional development. The teachers also indicated that they needed help with additional resources and either someone to pull-out and work with students in danger of failing or someone in the classroom to help students who were having problems with the material or concepts. The team also looked at perceptions data which is perceptions of the learning, environment, values and beliefs held by the school community, attitudes and observations. This data collection was orchestrated to provide an honest portrayal of the district and school climate. This data was collected through surveys, polls, even analyses of local newspaper editorials and letters can suggest a school climate. School process data was included all programs, classes, textbooks, home language surveys, etc. At Tenaha ISD, students and their needs have always come first when deciding what avenue to take with any decision. For this grant, we will address our student needs by transforming our administration, faculty and staff. Those student needs will be advancement in Science, Social Studies and Math. Our LEP students are served by an ESL pull-out program. This student population is a concern also because of their state assessment scores dropping or staying the same. We need more ESL teachers.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 210904	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve Social Studies state assessment scores	Employee Coach/Specialist, Providing research based Professional Development and advanced training, Progress Monitoring of students at-risk, Coach/Specialists led weekly faculty meetings for collaboration/courses, Periodic evaluations/conferences with campus administrator
2.	Improve Science state assessment scores	Employee Coach/Specialist, Providing research based Professional Development and advanced training, Progress Monitoring of students at-risk, Coach/Specialists led weekly faculty meetings for collaboration/courses, Periodic evaluations/conferences with campus administrator
3.	Improve Math state assessment scores	Employee Coach/Specialist, Providing research based Professional Development and advanced training, Progress Monitoring of students at-risk, Coach/Specialists led weekly faculty meetings for collaboration/courses, Periodic evaluations/conferences with campus administrator
4.	Improve TELPAS scores	Providing research based Professional Development and advanced training, Progress Monitoring of students at-risk ,ESL teachers included in subject-specific weekly meetings, Periodic evaluations/conferences with campus administrator
5.	Enhancing teachers/administrators quality and effectiveness	Assigning mentees/mentors, Providing stipends and extra duty pay, Providing research based Professional Development and advanced training,

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	Schedule #14—Management Plan	

County-district number or vendor ID: 210904	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of Academic Affairs/Grant Project Director	Grant Implementation Team Leader, Experienced Grant Project Director, Oversees all aspects of grant, Masters Degree with Superintendent Certification,
2.	Math Specialist	Coaching specialist with Bachelors Degree in Science and a Masters Degree in Math or Educational Leadership(working on Masters), progress monitoring of students, work with individual low achieving students
3.	Science/Social Studies Specialist	Coaching specialist with Bachelors Degree in Social Studies/Science and a Masters Degree in Science/Social Studies or Educational Leadership(working on Masters), work with teachers to find new resources/new methods for science and/or social studies, help students in the classroom
4.	Principals	Facilitate personnel/students, oversee progress monitoring and student progress, make adjustments as needed, Masters degree with Principals certification
5.	Superintendent and Director of Finance	Both involved in all grants. Both certified for their positions.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Improve Social Studies state assessment scores	1.	Employee Specialists	04/01/2014	06/01/2014
		2.	Provide ongoing professional development	08/01/2014	06/30/2016
		3.	Weekly subject specific meetings	08/25/2014	06/30/2016
		4.	Disaggregate Social Studies data	08/25/2014	06/30/2016
		5.	Implement learned strategies from PD	08/25/2014	05/30/2016
2.	Improve Science state assessment scores	1.	Employee Specialists	04/01/2014	06/01/2014
		2.	Provide ongoing professional development	08/01/2014	06/30/2016
		3.	Weekly subject specific meetings	08/25/2014	06/30/2016
		4.	Disaggregate Science data	08/25/2014	06/30/2016
		5.	Implement learned strategies from PD	08/25/2014	05/30/2016
3.	Improve Math state assessment scores	1.	Employee Specialists	04/01/2014	06/01/2014
		2.	Provide ongoing professional development	08/01/2014	06/30/2016
		3.	Weekly subject specific meetings	08/25/2014	06/30/2016
		4.	Disaggregate Math data	08/25/2014	06/30/2016
		5.	Implement learned strategies from PD	08/25/2014	05/30/2016
4.	Improve TELPAS scores	1.	Disaggregate LEP data	08/01/2014	05/30/2016
		2.	Provide ongoing professional development	08/01/2014	06/30/2016
		3.	Weekly subject specific meetings	08/25/2014	06/30/2016
		4.	ESL certification tests	08/25/2014	05/30/2015
		5.	Implement learned LEP strategies in classroom	08/25/2014	05/30/2016
5.	Enhance teachers/administrators quality and effectiveness	1.	Employee Specialists	04/01/2014	06/01/2014
		2.	Provide ongoing professional development	08/01/2014	06/30/2016
		3.	Weekly subject specific meetings	08/25/2014	06/30/2016
		4.	Regular meetings with mentors/mentees	08/25/2014	06/30/2016
		5.	Pre-year, mid-year and summative conference	08/25/2014	05/30/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 210904	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Feedback is necessary for improvement to happen. Teachers involved with this grant will meet on a weekly basis with their coach/specialist in order to discuss students, data, progress monitoring, to participate in Project Share courses, their needs of help, resources, etc. These weekly meetings will provide teachers and specialists with feedback. The administrators will attend the weekly meetings also. Administrators will conduct regular, unscheduled walk-throughs to observe the instructional practices learned from professional development. Campus administrators will provide feedback of each informal and formal evaluation. Progress monitoring of the students will be done. This information will be shared with the teachers and campus administrators. Teachers are to contact parents of their students at least twice a grading period (more if needed) to discuss their child's status. Administrators will also contact parents of students at-risk. With constant feedback, problems or issues will be addressed immediately by the grant team, administrators, and specialists in order to adjust to better serve our students and/or our teachers. Plans will be put in place to make any changes to the project on an as needed basis. The campus administrators will inform teachers, parents, students, other staff members and the superintendent. The superintendent and/or the Grant Project Director will inform our community members and media if needed. With this grant and everyone working together for the betterment of our district overall, the district has an opportunity to help our students improve the academic success and an opportunity to provide our teachers, staff and administrators with enhanced quality and effectiveness. This grant will be an invaluable resource to our district, our students, our faculty, staff, administrators and the community.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Before making the decision to apply for this grant, Tenaha ISD went through eight steps:
1. A Leadership Team was developed which includes parents, community members, business leaders, faculty and staff of Tenaha Schools and the Tenaha Child Development Center, a school board member and an administrator.
2. Various types of data were collected. Data included Demographics, Perceptions, Student Learning and School Process.
3. Data patterns were analyzed
4. An hypotheses was generated as to the needs of children that we serve from early childhood to grade 12
5. Goal-setting guidelines were developed for the grant
6. The specific strategies to be used for the grant were designed
7. The evaluation criteria were developed
8. The commitment was made by the Leadership Team, Administration, Board of Directors, Parents and Community members to use the grant funds and other funds for the services and activities that have the characteristics of effective instruction through professional development, screening and assessment, targeted interventions for students, and other research-based methods of improving classroom instruction and practice.
Our successes as an independent school district in sustainable practices are directly related to how each individual employee plays a role in sustainability within their day-to-day activities. All of our programs are based in the basic concepts of sustainability and individual responsibility to contribute to implementation. Our current successful programs underlie all sustainability practices happening around our campus. Our philosophy about sustainability consists of small steps and bold moves, in which our employees play a key role every day. The same will be true if we are successful in obtaining this grant. Before beginning the application for this grant, a group met to discuss data and needs. Also, discussed for commitment to this project and the need to continue it past the grant period. It was decided that in order for our students to be have academic success, the district needed to make a long term commitment.

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Schedule #15—Project Evaluation			

County-district number or vendor ID: 210904	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Analyze STAAR data	1.	Individual students improve social studies scores by 5 to 10 percent
		2.	Individual students improve science scores by 5 to 10 percent
		3.	Individual students improve math scores by 5 to 10 percent
2.	Analyze TELPAS data	1.	Individual students improve reading score from last school year by 5-10%
		2.	Individual students improve writing score from last school year by 5-10%
		3.	Individual students improve listening score from last school year by 5-10%
3.	Analyze Universal Screening data	1.	Select and purchase Universal Screener Program
		2.	BOY,MOY,EOY – showing progress each time
		3.	Targeted Instruction for weak component of screener for each student
4.	Analyze SAT/ACT/TSI/PSAT/PLAN/ ReadiStep data	1.	Administer tests or assist with enrollment
		2.	Analyze the strengths and weakness of student data
		3.	Zero Hour tutorials to address weaknesses
5.	Teacher Administrator Data	1.	Pre-year, mid-year and summative conference
		2.	Regular, unscheduled walk-throughs
		3.	Formal Evaluation Documents

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Many organizations are under the false impression that data quality is the responsibility of one area. In actuality, in order to develop and implement a successful and powerful data quality strategy, the effort needs to be school-wide.

Multiple measures of data used included student learning, demographics, perceptions, and school process.

Student Learning data included standardized tests, norm/criterion-referenced tests, teacher observation of abilities and ongoing classroom assessment. Demographic data included will be enrollment (overall, in special programs, such as ESL, special education, after-school programs, extra-curricular) attendance, drop-out rate, ethnicity, gender, grade level, mobility, economic status, discipline (such as behavior and social), parental involvement and student transportation. Student data longitudinally over a five-year period so that trends can be viewed and predictions made. Data from previous years was organized in a manner that facilitated comparisons from year to year.

Perceptions data is perceptions of the learning, environment, values and beliefs held by the school community, attitudes and observations. This data collection was orchestrated to provide an honest portrayal of the district and school climate. This data was collected through surveys, polls, even analyses of local newspaper editorials and letters can suggest a school climate. School process data included all programs, classes, textbooks, home language surveys, etc.

All this data will be continually analyzed by the Grant Team which includes Teachers, Principals, Counselor, ESL Coordinator, Special Education Director, Grant Manager, members of our District Site-Based Team which includes community members and parents. When the data is analyzed, the grant team will determine the strengths and weaknesses, make judgments on problems with the project and help to plan changes as needed. The specialists along with the Campus Administrators, subject specific teachers and the Project Director will select the students who need to be pulled-out of class for extra help or assigned Zero Hour (our after-school tutorial time) for extra assistance. Project Monitoring of these students will let us know which students can be exited because they have mastered the needed concepts or stay in the program because they have not mastered. If teacher delivery is a problem, then the teacher will be assigned to attend additional professional development and the specialists will provide modeling and other assistance. If the is a problem with our overall plan for the EEIP the district will contact TEA with regard to change our plan as indicated in our application.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 210904	Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Tenaha I.S.D. prides itself on the acquisition of teaching talent. Our approach is very untraditional. Rather than hosting hiring committees consisting of teachers and administrators, we prefer to seek out talent and make hiring decisions based on demonstrated performance in other districts. Through this process, we are able to make personnel decisions that come from a pool of applicants that are self-selected, rather than having to siphon out quality candidates based on resumes alone.

Because we spend the time and diligence in the hiring process itself, we have found that the candidates we bring in tend to transition seamlessly into the Tiger Way culture. The components of the induction system are simple and straight-forward. We do this by paying people what we think they are worth and setting high expectations, through a new-teacher orientation at the beginning of the professional development period, and through constant mentoring and monitoring during the first year.

One of the keys to Tenaha's ability to bring in the best teachers, coaches and administrators in this area is through fair compensation and by basing all decisions on performance. There is a district salary scale that salaries are based on, but through the use of stipends we are able to attract the best "fit" for our students. The superintendent has board delegated power to set salaries at a level that makes us an attractive teaching option for potential candidates, and reward existing staff that have shown the ability to perform at a high level. This is extremely important considering the economic makeup of our students, over 85% of which qualify for free or reduced lunch. The challenges that come with a high percentage of underprivileged students are many, and it takes special individuals to effect positive academic change. The money we pay our new teachers does come with strings attached. All prospective employees, prior to employment, understand the culture of high expectations and know that failure to live up to those expectations cannot be accepted. This mentality is all in the best interest of the students at Tenaha I.S.D.

Staff development at Tenaha I.S.D. kicks off each year with a day dedicated to new teacher orientation. The agenda items include a welcome address from the superintendent, information provided by the business office, technology training, and a roundtable question-and-answer session with the campus principals. Through this process, new teachers are giving several different perspectives of the school's operation and are provided the opportunity to ask questions. The structure of the day begins with the big picture, and ends with the details that need addressing.

Finally, new teachers are mentored and monitored throughout the school year. Because we are a small district, more often than not the mentoring teacher is the other teacher of the grade level for which the new teacher was hired. The structure of this approach allows for common planning time, coordination of cross-curricular activities, and the opportunity for ongoing communication. New teachers also are expected to collaborate with teachers below and above their grade level in an effort to streamline the core curriculum the teacher is responsible for. This also gives teachers the insight necessary to not only meet the needs of the learners in their classroom, but prepare them for the students that will be walking through their door the following year. In addition to these supports, there are designated team leaders for each core area who are responsible for providing leadership and ongoing support to the teachers assigned to that core area. Finally, principals are charged with the responsibility of ongoing supervision, mentoring, and instructional leadership by their superintendent. Principals are evaluated in part, by the success of the new teachers that are hired each year. This accountability stream is a fundamental part of Tenaha I.S.D. success at integrating new teachers into the Tiger Way.

In order to do what we do better, we need to have the resources to train and grow our new teachers professionally throughout the school year. Currently, we have funds for beginning of the year staff development. Skills like classroom management, engaging students in relevant instruction, and making the most of available technology to enhance instruction are skills that teachers we hire must bring with them or be developed "on the fly" or through the tutelage of other teachers and administrators. Research based trainings that assist with these skills (such as Capturing Kids Hearts) would go a long way to developing the skills that are fundamental to a successful teaching career. Further, resources are needed to pay coaching specialist to act as specialists in our math, science and social studies departments. We currently have that in our ELA department because of Texas Literacy Initiative, and the academic gains we have seen in reading from just one year are staggering.

With grant funds the district would like to promote two of our qualified teachers with one serving as a math coach/specialists and one to serve as a science/social studies coach/specialist. For the math classes, we will be able to do Inclusion and pull-out. However for the science/social studies classes we will not be able to pull-out students because

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those courses do not lend themselves to pull-out type programs. Therefore, science and/or social studies students who are at-risk will be served in the classrooms and through Zero Hour.

The district has never been able to pay mentors' stipend due to budget constraints. Mentors do share a lot of their time with their mentee. With grant funds, the district would like to show its appreciation for the time, dedication and effort they put forth to help their mentees become the best teachers they can be and enjoy what they are doing. Each mentor will receive $500 for each teacher they mentor per year. Mentees will include teachers new to the profession and teachers new to the district. Normally, mentors and mentees have common planning periods so they can meet on an as needed basis. If scheduling common planning time is not an option then they would have to meet before or after school. If they have to meet after school, release time would be 4:30 p.m. requiring 30 minutes of extra duty pay. This pay would be determined by the teacher's daily rate. Substitutes will need to be employed to allow mentee/mentor observation time. Minimum observations of one each six-weeks grading period. If the campus administrator or mentor determines that more observations and/or meeting times are needed this will be arranged.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 210904	Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

At Tenaha I.S.D., our instructional focus is on the individual growth of each student. With that in mind, Tenaha I.S.D. does a number of things that can be considered unique. The idea has always been that our teachers and administrators are more aware of our individual student's strengths and weaknesses, and because that is so, we must tailor our programs to meet the needs of those individual students. The three things that we do as a district that can be considered "outside the norm" include the creation of our own appraisal system (T-CLASS and T-PASS), the evaluation of every teacher and para-professional every year, and the yearly review and update of our appraisal systems to meet the changing needs of our school district.

The Tenaha Collaborative Learning Accountability Success System (T-CLASS) and Tenaha Para-Professional Accountability Success System (T-PASS) are locally adopted appraisal instruments that guide how teachers and aides are evaluated each year. Of the 105 school districts represented by Region 7, Tenaha is one of the few that have created a local appraisal system. This is one more example of Tenaha's effort to make the learning experience for its students reflective of the needs have. The following passage is taken from T-Class 4.0, the current approved appraisal system for Tenaha I.S.D.:

"Tenaha Independent School District has adopted a locally developed system for teacher appraisal as outlined in Texas Education Code (TEC), Section 21.352 which is attached in Appendix A. Tenaha's Collaborative Learning Accountability System 4.0 (T-CLASS 4.0) does include:

a) At least one observation a year for probationary teachers;

b) Observations on a three year rotating schedule for non-probationary teachers;

c) Regular, unscheduled walk-throughs for all teachers;

d) A conference between all teachers and the appraiser that is diagnostic and prescriptive with regard to remediation needed in overall performance by category;

e) Criteria based on observable, job-related behavior; including;

    a. Teacher's implementation of discipline management procedures; and

    b. Performance of the teachers' students.

The components of T-CLASS are set forth in the T-Class Overview and the T-CLASS guidelines." Appraisers of this system include campus principals, the director of special services and the superintendent. The domains that are evaluated include:

1. Discipline Management/Classroom Organization

2. Learner-Centered Proficiency: Curriculum and Instruction

3. Professional Communication, Growth and Conduct

4. Tiger Way

5. Student Performance

Each teacher is given domain scores that include 1-unacceptable, 2-needs improvement, 3-acceptable, and 4-exemplary. Domains 1, 2, and 3 are fairly self-explanatory. Domain 4 (Tiger Way) is a uniquely crafted tool that appraisers have implemented to determine if teacher's are successfully "fitting in" to Tenaha's vision and culture and demonstrate an understanding of what makes our district unique. Domain 5 is focused on student performance. The district's measure of individual growth is called Individual Plus Value (IPV), and this measure is how teachers' are evaluated in terms of individual student progress.

Another aspect of our instructional evaluation calendar is the goal-setting, pre-year conference, mid-year conference, and summative conference that occurs with every teacher and paraprofessional on staff. This "mentoring and monitoring" approach is a key component of our teacher appraisal philosophy. During the goal-setting and pre-year conference meeting, teachers are challenged to designate "areas of growth" for themselves. Teachers utilize a goals worksheet to verbalize areas that they wish to improve in. Also in the pre-year conference is a collaborative effort

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between teacher and principal to look at prior year data in the effort to identify strengths and weaknesses in the students they will be impacting that year. The mid-year conference takes place around the Christmas holiday. Those meetings are focused on progress toward those identified pre-year goals. Also, those meetings serve to measure progress toward curricular goals (exit skills) that students must master in order to be deemed "on grade level". Finally, the summative conference takes place before teachers are dismissed for the summer and is reflective in nature. All walkthroughs, documentation and observations are reviewed by the appraiser in preparation for the meeting, and the T-CLASS instrument is filled out and discussed with the teacher. This process is an important part of keeping expectations high and ensuring that our Tenaha I.S.D. students are receiving the very best instruction. This process far exceeds the expectations of the state of Texas and the PDAS system that is currently used by the majority of school districts in Texas.

Part of what makes T-CLASS effective for Tenaha I.S.D. and part of what makes it unique from the aforementioned PDAS system is the ability of administration to review it annually and make adjustments based on the needs of Tenaha students. Changes to T-CLASS are necessitated by student performance data, policy changes, and collaborations with teachers. This vehicle for change allows Tenaha I.S.D. to constantly reevaluate and reassess what works and what doesn't. This ability to change stimulated academic progress, evidenced by TEA's designation of Tenaha I.S.D. as a "Top 25%" district for individual student growth in the 2012-13 school year. Following national standards, our T-CLASS appraisal system does tie student performance to their individual subject-specific teachers.

Moving forward, we need resources in a few key areas. One area that we have identified as needing improvement is the delivery of instruction that is application based or higher. Teacher observations over the last few years have revealed that we are still focusing an inordinate amount of time in the classroom on activities that are at the comprehension level. Worksheets are a crutch that some of our teachers still use a majority of the time. Another future change that will require resources is the current plan to pilot IPADs for all students in five or six targeted classrooms for the 2014-15 school year. The IPADs are to be purchased with other funds not grant funds. This initiative will require initial and ongoing training as we work to eliminate the comprehension type activities that were previously alluded to. Finally, administrators also need to have the opportunity to receive training on instructional best practices, especially since T-CLASS and T-PASS have the opportunity to be upgraded each year. Subject-specific training will be provided for teachers and administrators on an as needed basis. When we see a need it will be addressed.

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Statutory Requirement 3: Required – Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The formal evaluation process at Tenaha I.S.D. for the 2014-15 school year begins at the end of the 2013-14 school year. This comes in the form of a goal-setting worksheet for the following school year. The purpose of beginning this process early is to provide teachers with the focus and opportunity during the summer to begin planning and acquiring knowledge and skills necessary to successfully accomplish those goals the upcoming school year. This process continues when staff development begins. One of the first days of the professional development calendar is a day devoted to individual teacher meetings, during which those goals are discussed and student data is reviewed. Professional expectations are also communicated. This is the first step of the formal evaluation process.

The next step is ongoing. As previously discussed in Statutory Requirement 2, T-CLASS and T-PASS are the evaluation instruments used at Tenaha I.S.D. What follows is a breakdown of the domains, which some practical examples of measurable criteria administrators use to determine teacher effectiveness.

Domain I is Discipline Management/Classroom Organization. Within this domain are seven criteria that are used to evaluate teacher effectiveness in this area. They are:

a. Builds positive, professional relationships with all students.

b. Clear concise behavioral expectations evident.

c. Consistent, fair application of rules.

d. Lesson planning is obvious, evidenced by smooth transitions and clear objective.

e. Time on task makes most of time allotted.

f. Any off-task behavior is redirected immediately.

g. All policies and procedures related to discipline management/classroom organization are followed.

Examples of evidence used to evaluate these criteria include observing teachers develop positive rapports with all students consistently, posted rules in the classroom, number and type of discipline referrals, lesson plans posted on web site, and classroom management witnessed within the classroom during observations.

Domain II is Learner-Centered Proficiency: Curriculum and Instruction. Within this domain are seven criteria that are used to evaluate teacher effectiveness in this area. They are:

a. Curriculum is focused on application-based learning.

b. Instruction focused on student engagement.

c. Demonstrated knowledge of technology and application in the classroom.

d. Teacher sets high expectations for student achievement.

e. Teacher uses motivational strategies to engage learners.

f. Teacher uses motivational strategies to guide learning.

g. All policies and procedures related to learner-centered proficiency are followed.

Examples of evidence used to evaluate these criteria include activities that demonstrate a higher level of questioning and knowledge, the level of student engagement in class, effective communication from teacher to student regarding expectations, and evidence that the teacher is using his/her exit skills to guide learning.

Domains I and II are the only domains evaluated by classroom observations. Domains III and IV are evidence based domains that are demonstrated through documentation provided by the teacher. Domain V is based on student performance and is evaluated by various test data.

Domain III is Professional Communication, Growth and Conduct. Within this domain are 12 criteria that must be addressed. Examples of observed data include respect for all students, staff and parents, a consistent positive attitude, a teacher web page that is created and maintained, news releases submitted twice a year regarding class activities, evidence of growth toward beginning year goals, and the maintenance of confidentiality.

Domain IV is the Tiger Way. The Tiger Way is defined as having passion, pride and performance. Within this domain

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are six criteria. These criteria are:

a. Teacher communicates the mission of the school to learners, professionals, families and community members.

b. Teacher works to be a team player who supports programs other than assigned area.

c. Teacher attends 10 extracurricular academic, athletic or fine arts performances by our students (that you are not scheduled to work at) during the 2012-13 school year.

d. Teacher has less than 4 non-school related school absences.

e. Teacher is on time for all duties.

f. Teacher has no written reprimands.

The data required to demonstrate the Tiger Way is noted in the expectations themselves. Teacher are required to keep a log of parent contacts, keep track of the events attended during the school year, and to receive no written reprimands. The central office keeps records of punctuality and school attendance that administrators review monthly.

Domain V Student Performance. This domain has seven criteria, all of which are focused on student growth and performance. Measurement tools used to evaluate this domain include progress reports, failure lists, test scores, beginning-middle-end of year assessments, and semester exams. Standards based grading is utilized PK-2nd grade to measure student growth as well. Finally, Individual Plus Value (IPV) is a locally developed tool to measure student progress in STAAR tested areas.

These domains are evaluated throughout the school year. At the end of the school year, every teacher is required to have a summative conference with the evaluating administrator. During this summative conference, data is reviewed as is growth toward goals that were developed at the beginning of the year. Each teacher is given a rating of based on the cumulative score of the five domains. These ratings include exemplary, acceptable, not acceptable, and unsatisfactory. Teachers who are evaluated as unacceptable in one or more areas or evaluated as needing improvement in two or more areas is given a Communication of Concern form and a Professional Improvement Plan is developed in collaboration with the teacher. Since our appraisal system ties student performance to their teachers, we will use grant fund monies to help teachers get the training they need to be more effective in the classroom.

Moving forward, we are committed to developing our teachers and maximizing their potential. In that vein, we have identified areas that need attention in the coming years. One identified trend is that the majority of teachers fall in the "acceptable" category for Domain II (Learner-Centered Proficiency). In order to get the most out of our PK-5 teachers and students, this is an area that needs to be addressed. Ways to grow our teachers in this area include getting all teachers ESL certified. Our district is undergoing a cultural shift currently, with 37% of learners being identified as Hispanic/Latino. This is a student majority, with greater than 40% in PK-5. Another resource that could encourage growth in our staff would be the acquisition of instructional specialists who can assist our teachers in-house. This keeps our teachers in the classroom, rather than being forced to hire substitutes like we do currently when we have to send our teachers to Region 7 in Kilgore for training opportunities.

Using grant funds, the district would like to contract with University of Texas at Austin's Institute for Public School Initiatives (IPSI) to provide needed training for our math, science and social studies teachers, the specialists, and campus administrators. IPSI has been instrumental in helping our district improve our reading scores. We would like to bring IPSI in before school begins, for early releases and at the end-of-the-school year. The costs to provide researched based training by quality personnel is impossible without grant funds.

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Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

At Tenaha I.S.D. we recognize the importance of teachers having the opportunity to collaborate. Administration provides opportunities for teacher collaboration through the district calendar, creative scheduling and designated days throughout the year at the campus level.

The district calendar creation process begins in the January preceding the school year. During that time, administrators and teachers collaborate during superintendent advisory committee meetings to develop a school calendar that is conducive to providing adequate opportunities for staff development and teacher collaboration. Often these opportunities are manifested in teacher in-service days and early release days often at the end of each six weeks. Through creative scheduling we have managed to provide some, but not all, common planning periods for grade level teachers. This primarily happens in the elementary school, but becomes more difficult in the latter grades. It is more feasible at the higher grade levels to provide common planning time for core areas such as math or English language arts.

The Texas Literacy Grant has afforded all English language arts teacher the opportunity to meet weekly before or after school. These collaborations are focused on the very thing we wish to see in all our teachers and subject areas. Examples of growth opportunities include goal-setting, higher level instructional strategies, and planning. Through this experience, this area has shown significant changes in student improvement and the closing of instructional gaps in reading for our minority groups and our economically disadvantaged population.

The need we see at Tenaha is time. Currently, our teachers are given one conference period, with the rest of the day devoted to class time or Zero Hour, which is our intervention period that occurs at the end of the school day. This consumes eight full hours. Instructional specialists in all core areas would provide manpower to free up time that teachers need to plan effectively, review data needed to guide interventions, and reflect on current practices in an effort to improve future instructional design. Through the creation of these positions, we would use these individuals to conduct inclusive or pull-out programs for students in need of intervention during the school day. This measure allows teachers to restrict attendance of zero hour to Tier II students who are the neediest few. Currently, this is not the case. Current Zero Hour interventions may include between 10-15 students; this is not optimal. Instructional specialists would also be able to conduct research and provide strategies to teachers that currently do not have time to conduct themselves. Finally these specialists would be available to model lessons for teachers as exemplars of quality instruction.

The grant would also allow for the luxury of weekly subject-specific meetings which would be led by the specialists. Our ELA teachers have weekly meetings. Weekly subject area meeting across the grade levels have proven to be invaluable to our ELA teachers, specialists and campus administrators. The grant team believes weekly meetings will help our math, science and social studies teachers' effectiveness and will improve student achievement.

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Statutory Requirement 5: <u>Required</u> - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

When observation data indicates that teachers could benefit from professional development activities, we use various tools to deliver opportunities that will strengthen our teachers instructionally. Some of these tools include peer observations, written reflections on current practices, and immediate feedback from campus principals. Additionally, our ELA specialists provided by the literacy grant are charged with the task of mentoring and monitoring our ELA teachers. One example of this best practice at work was the development of learning centers at the secondary level for one teacher who was struggling with differentiation. Further, these ELA specialists have also utilized their network to arrange a site visit with a neighboring school for the purpose of watching a master teacher conduct a lesson. Through these professional development opportunities, teachers are assisted in perfecting their craft.

Also, every third week teachers are required to speak with their campus principal regarding student failures or students in danger of failing. Through those intervention meetings, teachers are supported in creating a plan to meet the needs of the students in the classroom who are struggling. Through those conversations, teachers are also given ideas by their campus principal on how to best reach certain students that they may not have been privy to without the principal's guidance.

Tenaha I.S.D. also uses a variety of assessment tools to drive teacher and school improvement. The district uses CPALLS , TPRI, TEMI, AIMS Web, MSTAR, ESTAR and local skills tests to locate trends that reflect a weakness in student skills as well as areas of instruction that can be improved. Through this process, we have identified writing and vertical vocabulary as needs that are currently being addressed in the classrooms.

In order to facilitate growth in the areas of social studies, science and math commensurate with the growth we have seen in our ELA department, we could benefit from on-site training provided by specialists. Through this exercise, our teachers would have greater access to staff development opportunities, resources and feedback necessary to continue growing our teachers. We have found that with a greater variety of instructional tools and staff development opportunities, we increase the chance that we can deliver the instruction and interventions necessary to meet the needs of our individual learners.

Using grant funds, the district would like to purchase a monitoring instrument such as AimsWeb for math, science and social studies. AimsWeb is used by our ELA specialists to progress monitor students they are working with in the classrooms, pull-out and Zero Hour.

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Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

For the 2012-13 school year, Tenaha ISD developed and implemented a unique way of rewarding teachers for student progress. Individual Plus Value (IPV) was used to determine the level of incentive pay that teachers district-wide received at the end of the school year as a result of individual student growth. To summarize the incentive program, teachers could be awarded incentive pay based on core area growth and/or student growth as a district. Core teachers who had a STAAR exam at the end of the year could earn an incentive bonus dependent on the level of growth the students they were responsible for achieved on the exam. Pay was tiered according to percentages of growth by their students using weighted averages. Additionally, all teachers including those not responsible for a STAAR exam could earn an incentive bonus based on the growth demonstrated by students district-wide. The philosophy guiding this approach was that, first, student growth was the most important goal, and second, that teachers responsible for STAAR tested areas should be eligible for more incentive monies than non-STAAR tested areas. However, we also recognized that all teachers can contribute to the growth of individual students throughout their academic careers, and that is why we afforded teachers the opportunity to receive incentive money as a result of the district incentive measure. We believe IPV and the incentive pay program was a crucial determinant in the progress that our students exhibited for the 2012-13 school year.

The incentive pay program also extended to teacher performance in Domains 3 and 4 of the T-CLASS appraisal instrument. Domain 3 is focused on professional growth, conduct and communication while Domain 4 represents school culture through the Tiger Way. In rewarding teachers for meeting expectations in these designated areas, we not only rewarded the ideals that are valued locally, we had the opportunity to teach staff what it means to be a Tiger.

In addition to the development of the IPV model and incentive program, Tenaha I.S.D. also offers stipends for teachers in high-need areas and for teachers who have a higher degree. For example, teachers with master's degrees earn an additional $4,000 per year. Also, due to our hiring philosophy, the superintendent has board approval to recruit teachers that show the most promise, and he has the authority to negotiate salaries that are very competitive with those individuals. Stipends for math teachers range from $2,000 to $4,000 per year depending on grade level, Science from $1,000 to $5,000 and ELA $3,000. No social studies teachers receive stipends. Local funds are used to pay these stipends in order to hire and retain quality teachers in our small 1A district.

Unfortunately, the funds that we used to pay out the incentives were largely contained in the DATE grant (District Awards for Teacher Excellence). The 2012-13 school year was the last year this grant was available to be used in this fashion. Current budget restraints and diminishing local, state, and federal funding has resulted in the incentive program being discontinued. This is regrettable because of the historic academic gains that Tenaha I.S.D. was able to achieve last year. We feel that IPV and the incentive program we developed and implemented was at least partially responsible for the growth of our students. Local funds are already dedicated for the IPV incentives, the district would like to use grant funds to supplement specialists' salaries in order to achieve a greater growth in IPV.

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Schedule #16—Responses to Statutory Requirements	
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Statutory Requirement 7: <u>Preferred</u> - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Tenaha ISD is a small 1 A school located in rural East Texas. The applicant pool is very small in comparison to larger schools throughout the state. This makes it very difficult to attract high quality teacher candidates in the traditional sense. The majority of the teacher candidates have become part of our staff as a result of our aggressive recruiting efforts and our proximity to Stephen F. Austin State University. Although these challenges are difficult to overcome it has forced us to create a hiring process that is unique and serves our district's needs.

The process is predicated as the result of our growing student population, diversity of our student culture, as well as student data. For example Tenaha ISD has seen a dramatic increase in the Hispanic student population. The elementary grades K-5 now has a Hispanic population of 41.38 %, with Kindergarten at 50% Hispanic, but in grades 6-12 the Hispanic population remains steady at 34%. This change will make it necessary to recruit a bi-lingual teachers as well as providing additional training to existing staff for the 2012-2014 school year. Because of the flexibility of our recruiting and hiring practices we feel confident that we can meet the needs of the changing student population provided the district has adequate resources.

Hiring the best fit for our school is the most important aspect.

The second step is another example of how Tenaha ISD 's hiring process differs from others. Prior to recruiting the type of teacher we want the district's hiring committee defines the goals and expectations requisite in the position. This hiring philosophy differs from other schools in that we provide the vision and expectations to the hiring candidate before they are hired rather than waiting until after they have signed on the dotted line. This practice fosters clear communication and clarifies for the candidate what the expectations will be, thus making the decision to commit to Tenaha ISD one that engenders full commitment on the part of the new recruit and the district.

The third step of the hiring process, once we have defined what we need and what we wish to see in the prospective candidate, is the pursuit of individuals who possess the ability to be successful in accomplishing what the role calls for. Through our network of schools and by looking at data, we have been fortunate to locate individuals all over the state who have shown the ability to motivate students to perform. Individuals who have shown expertise in their field are invited to an interview, often at a neutral location away from school. This process is intentional, primarily because the committee wants to know the candidates as people first and second, to help them feel comfortable in the interview. If this interview shows promise, the candidate is invited to the district. This is often the time when the goals and expectations of the role are outlined. Candidates are invited to ask questions after seeing the campus and the kids. We feel strongly that this commitment is a two-way street; not only must we feel comfortable with the prospective team member, but that individual must feel comfortable with us and our school culture.

What we have found is that there is no single source or background in education that delineates a trend in the type of staff we have hired over the years. Some teachers have a traditional four year track to a teacher's certification and some teachers have been emergency certified. In certain cases, Tenaha I.S.D. has seen promise in para-professionals and offered them the encouragement and resources to become certified teachers. The single corollary that binds these hiring decisions together is that these teachers all possessed the type of work ethic, attitude and capacity to build relationships with kids that we wish to see in our teachers.

As noted earlier, our school is changing dramatically. Our demographic changes alone will require Tenaha I.S.D. to change how we operate to meet our changing needs. This fact means that as we commit resources to reinvent how we serve our students, we will ultimately have to sacrifice in areas that we have been able to show excellence in. Once such areas is the recruitment and retention of high-quality staff. Because of our rural nature, our exposure to high quality teaching candidates is limited. It is imperative that we continue to have resources that will allow for us to operate in the way that we have in the past in regards to our hiring practices. These hiring practices have shown themselves to be a fundamental aspect of our school's success in several areas. We as a district would like to help paraprofessionals and teachers gain additional degrees and certifications. This would allow our paraprofessionals and teachers to improve their quality of instruction and effectiveness.

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Statutory Requirement 8: <u>Preferred</u> - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Tenaha ISD is a small school faced with unique challenges. Teachers and administrators at Tenaha ISD are required to perform multiple duties outside their realm of field of expertise. Because of this teachers are expected to have multiple responsibilities that may sometimes require additional training, additional certifications, and or additional degrees in education.

In each core subject area a lead teacher is assigned as head of the department. This responsibility requires teachers to acquire additional hours of training in their core subject area. They are expected to provide leadership for campus teachers as well as collaborate on a regular basis with their department as well as other core area departments.

Many teachers at Tenaha ISD hold multiple certifications. This is a necessity at a small school due to the fact we may only have one or two sections of some subjects because of the small number of students. We encourage and provide opportunities and funding, when budget allows, for teachers to continue education to obtain multiple certifications in high need areas.

Tenaha ISD teachers are encouraged to obtain master degrees in their subject area and or in the area educational leadership. Teachers with master's degrees are encouraged to seek leadership positions at Tenaha ISD. Many of our current administrative staff began as teachers at Tenaha ISD. We feel it is important to "grow our own". In the past Tenaha ISD has provided the funding for this but currently do not due to budget restraints.

Tenaha ISD is fortunate to have qualified to receive the Texas Literacy Initiative grant. The grant has afforded the district the opportunity for ongoing educational courses in the area of English Language Arts. Professional Development has also been extended to the entire district through this grant. Writing is a subject area with which that Tenaha ISD students struggle. The grant has allowed for us to focus on writing in all subject areas. Instructional techniques learned through the grant have also been applied to core subject areas such as math, science, and social studies.

Tenaha ISD's goal to meet the needs of every student and produce 10% growth for individual students has led to specific professional development tailor made for our staff to achieve our goals. Professional development has ranged from in house training to consulting outside sources such as GMT Educational Group, Region VII, IPSI and consulting school districts across the state. Our ongoing innovative professional development strategy has been very successful in producing results towards student growth and closing educational gaps of students.

Tenaha ISD would like to be able to staff instructional specialists to continue to meet the stringent academic demands of our students. We realize the need to continue to develop our unique approach to instructional leadership as well as provide unlimited opportunities to our staff to be master teachers in their chosen fields. IPSI has proven invaluable to our district staff in providing meaningful professional development. Tenaha ISD would like to continue this successful partnership if the district in fortunate to be awarded this grant.

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 210904	Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Tenaha has no plans to seek a waiver.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Not Applicable.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 210904	Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 210904	Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence Innovation plan without grant funds. Response Is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The amount of $225,000.00 does not seem like a lot of money, but to the students of Tenaha Schools it could mean the difference between graduating from high school to being a drop-out. That is only a little over $388 per student. A high school diploma Is worth a lot more than that. Return on Investment (ROI) measures the income an individual stands to gain by investing their time and money in an education. According to a study conducted by the U.S. Census Bureau based on data taken from 1997-1999, high school graduates earned an average of $1.2 million over their lifetime, while high school dropouts earned only $1 million. According to a 2000 study by the Bureau of Labor Statistics, female high school dropouts, 25 years and older, who were employed full-time made a median of $118 per week less than females with a high school diploma. Adults without a high school diploma, especially males, are much more likely than those with a high school diploma or college degree to be incarcerated in county jails or state prisons. A 2004 study by the College Board showed that the average annual salary of a high school dropout was only $21,600. Those holding a high school diploma had an annual average salary of $30,800 or $9,200 more per year.
(http://www.ehow.com/facts_6062484_value-high-school-diploma.html)

Tenaha ISD is labeled a fast-growing district by TEA and we are. The district does not get funding for additional students from TEA until settle up so the district has to use any unencumbered funds to provide instruction for these additional students. The district does not have the luxury of a large fund balance or any extra money to provide extras that grant funds would. This makes sense because with grant funds we are to supplement services instead of supplant. Without grant funds the district will not be able to offer any additional help to our at-risk students. Our teachers already use planning time at the end of the day to provide tutorials for their students. Some teachers are working with 10 to 15 students. This Is not the best for our students. Lower numbers would be most advantageous for our students. If the district were able to provide specialists to provide Inclusion time or pull-out time for one-on-one assistance we believe our students in math, science and social studies would show improvement like our ELA students. Since our state assessment scores have not improved and the district does not have funds to help our teachers improve their teaching strategies, we do not see scores improving. The district cannot provide funds for teachers to take courses or advanced professional development to be able to obtain additional certifications or degrees. The administrative team is unsure how we will retain teachers if we keep expecting them to perform miracles or how the district will continue to fund competitive salaries for needed personnel. There is nothing in Tenaha to draw and keep personnel here. One of the perks we do provide is a daycare (established with a grant) to provide daycare for our faculty and staff children and our students' children. The district has never been able to provide stipends or extra-duty pay for our mentors and mentees.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 210904	Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Tenaha ISD has identified a need for instructional leadership in the areas of math, social studies and science through the research of data, student performance in the classroom, teacher feedback and observation.

The administrative team will develop an outline of specific requirements, goals, objectives, responsibilities and expectations of an instructional leader for math and an instructional leader for science/social studies. An overview of staff development as well as future certification requirements will also be outlined at this time. This will be completed by May 1.

The administrative staff will meet to begin the process of reviewing staff certification and personnel qualifications in order to choose two staff members to fill the position of instructional specialists in the areas of Math and Science/Social Studies by June, 2014. The specialist will be placed on 11 month (207 days) contracts.
The instructional specialists will begin to work on specific goals and objectives and implementation plan in August 1, 2014.

Staff development and training will begin August of 2014 and will be ongoing throughout school year on designated staff development days.

Weekly meetings beginning in August of 2014 will take place. Meetings will be designed to review progress towards goals, tackle identified problems, coordinate with multiple grade levels, and implement objectives.

Instructional specialists will identify students in need of Tier III intervention in the area of math, social studies and science through teacher input, BOY skills testing, and performance on STAAR test. All students identified and schedule of service (inclusion or pull out) will be implemented by September 1, 2014.

The district will select a progress monitoring instrument by June 1, 2014.

The district will contract with IPSI to provide professional development by July 15, 2014.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 210904	Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All faculty and staff were informed about the grant and the general goals of the grant at campus meetings. During the campus meetings, the faculty and staff selected members to serve as a grant team to design the grant plan and budget for the district grant application. The grant team went back to the faculty and staff and informed them of the plan and budget. All 52 members of the faculty and staff voted to move forward with the grant application as it was presented. The signed statement reads: "We, the faculty and staff of Tenaha Schools, support our district applying for the Educator Excellence Innovation Program Grant. We feel that these funds will help provide needed assistance to allow us to transform our quality and effectiveness. Our teachers and administrators improvements will allow our students to improve their academic performance." This statement was signed by all 52 members. This signed statement is on file in the administration office.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Tenaha ISD has only one campus, Tenaha Schools, therefore; participation will be district-wide. Tenaha Schools serves grades prekindergarten through 12.

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